

LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION & COUNSELING
Department of Counseling Psychology

MHC 511: Cultural Foundations
Fall 2014

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Office Hours: By Appointment Only

COURSE INFORMATION

Monday 1-4:15pm, Corbett Annex 100

Credits: 3 credit hours

COURSE DESCRIPTION

This course specifically focuses on the interconnections of race, class, and gender and how these impact the provision of counseling and education to culturally diverse children, adults, and families. The course introduces students to the experiences of racially and culturally diverse groups in the United States and shows how issues such as immigration, poverty, sexism, racism, disabilities, sexual orientation, and religion/spirituality may influence counseling practices and the development of effective interventions.

Awareness of one's own assumptions and biases is a key component of multicultural counseling competencies, and thus self-analysis and appropriate sharing of feelings and personal experiences is considered integral to learning in this course. Class sessions will be discussion-based, and students are expected to come prepared to share reactions to assigned readings, videos, and experiential activities. Classes will also include activities, videos, didactic components, and presentations by class members and guest speakers.

REQUIRED TEXTS

Rothenberg, P. S (2013). *Race, Class, and Gender in the United States: An Integrated Study 9th Edition*, Worth Publishers, New York, New York.

Based off class discussion, additional readings will assigned by the professor

Sue. D. W. & Sue, D., (2008). *Counseling the Culturally Diverse: Theory and Practice*

5th Edition, Wiley & Sons, New York, New York. (*Recommended*)

COURSE OBJECTIVES

This course meets the requisite CACREP standards for core curricular experiences...

Students will:

1. Identify the competencies that are necessary for a culturally skilled counselor and ethical and legal considerations related to serving racially and culturally diverse clients (CACREP II.K.2.e & 2.f; II.K.1.h).
2. Understand and appreciate the counselor's role in social justice and advocacy for racially and culturally diverse children, adolescents, and adults (CACREP II.K.2.d; SCCP C.6).
3. Explore personal attitudes beliefs, values, and biases and how these might interfere with effective counseling of children and adults who are culturally different from themselves (CACREP II.K.2.b).
4. Understand the nature of biases, prejudice, privilege, intentional and unintentional oppression and discrimination and their impact on racially, ethnically, and culturally diverse children and adults (CACREP II.K.2.d).
5. Learn how factors such as culture, race, socioeconomic status, gender, disability, immigration, and national origin influence and impede racially and culturally diverse children and adults in American society and institutions (CACREP II.K.2.d; SSCP. A.7 & A.8; SCCP C.6).
6. Explore the trends, characteristics, and concerns related to the largest racial, ethnic, and cultural populations in the United States (African Americans, Native Americans, Asian Americans, Latinos; Bi-racial Individuals, GLBT Americans, Arabic/Muslim Americans, and Americans with disabilities) (CACREP II.K.2.a).
7. Develop awareness and knowledge about the worldviews, acculturative experiences, and racial identity development of diverse children, adolescents, and adults (CACREP II.K.2.a & 2.b).
8. Explore theories of multicultural counseling and culturally appropriate interventions strategies for working with racially and culturally diverse clients in various settings (CACREP II.K.2.c & 2.e).
9. Explore culturally appropriate strategies for working with diverse children, adults, couples, and families, groups and communities (CACREP II.K.2.c).
10. Explore diversity in schools and how it is related to equity, access, academic achievement, and student outcomes (CACREP SSCP A.7 & A.8).

ACA Code of Ethics (2013):

Introduction

Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*).

A.4.b. Personal Values.

Counselors are aware of and avoid imposing their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in the areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

F.11.c. Multicultural/Diversity Competence.

Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice.

HELPFUL WEBSITES:

American Counseling Association (ACA)

www.counseling.org

Oregon Counseling Association (ORCA)

or-counseling.org

Council for Accreditation of Counseling and Related Education Programs (CACREP)

www.cacrep.org

GROUND RULES.

(Adapted from those by Margaret Andersen, University of Delaware).

Given the nature of this course, the following rules are intended to promote an atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race, ethnicity, and gender. This is true for both dominant and marginalized group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial, ethnic, and cultural groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experiences.
6. We each have an obligation to combat actively the myths and stereotypes about diverse populations so that we can break down the barriers, which impede group cooperation.
7. We will assume that all of us, regardless of our racial identity, nationality, sex, class or cultural background, have been influenced by the racism, sexism, and heterosexism of our society and that individuals can actively change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If

so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.

9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or the best way to see and think.

COURSE POLICIES

Class Expectations

The issues of race, gender, sexuality, and class are ones which can be deeply felt and entrenched in students' experiences. Whereas some students have a clear understanding on these topics, others may not. This can make having productive conversations difficult. This course will be one which we all identify as active learners, belonging to the same community of counselors in training. This environment will be expected to be a supportive one, as each student will have to embark on their own process to learn and cement their understanding on the subject. Each participant will be expected to be an active learner, who recognizes that they are responsible for their own learning only. While open discussion is encouraged, it will be from a place of mutual respect and understanding of the very personal journey that is our identity development in these areas.

Professionalism

Due to the experiential, interpersonal, and intrapersonal nature of this course, professionalism is critical. Within course discussions, students will need the ability to accept constructive feedback and get along with their peers. It is the instructor's responsibility to ensure that students training to become professional counselors possess the abilities to handle these professional responsibilities. Please see me if you have any concerns.

Inclement Weather Policy:

In the event of inclement weather, class will be cancelled **ONLY** if Lewis and Clark College closes.

CPSY Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence.

Missing more than 2 courses will result in automatic failure of the course. Missing exactly 2 courses (if a grade is assigned), a grade no greater than a B will be awarded.

Late assignments

All assignments will be due at the start of class on the dates outlined in the syllabus. Late assignments will be penalized 10% of the points available for each 24-hour interval that they are late. Assignments > 1 week late will not be accepted unless you have medical or other valid documented reasons for the delay. In short, all assignments are outlined in the syllabus, are not subject to change, thus providing you with all the information and ample time to plan your schedules accordingly to ensure that all assignments are completed thoroughly and in a timely fashion.

COURSE REQUIREMENTS

1. Participation, attendance, and reflections	200	points
2. Personal culture and heritage project	100	points
3. In-depth investigation into one cultural group	100	points
4. Presentation on cultural group	50	points
5. Culminating Cultural Activity	50	points

Attendance, Participation, and Reflections:

Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective counseling and psychology professionals.

- a. **Attendance:** Due to the interactive and experiential nature of the course and in-class activities, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact me prior to the scheduled class meeting. I understand that emergencies come up; therefore, students will be allowed one “free” day (regardless of reason). However, multiple absences will result in a failing grade regardless of academic standing. Please insure that you contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message.
- b. **Reflections:** Learning about the issues of race, class, gender and sexuality can present the student with a lot of challenges and inquiries, which may be difficult to “fit-in” to class discussions. Each week, students will be asked to write about their personal responses to the class assigned readings. These reflections will be posted on Moodle no later than the following Friday (at 8pm). In addition, each student is expected to comment on at least one other student’s response no later than the following class meeting. Please follow

proper “netiquette” when posting reflections and comments and adhere to the same rules online as you would in real life. These reflections will be used to help facilitate class discussion and on-going engagement with course topics.

Personal Culture and Heritage Project

All people are products of the dynamics of their own cultural background. In addition, present attitudes, behaviors, and values are shaped by past learning and experiences. This project will be an exploration into the nature of your cultural identity, family history, values, and lifestyle. It is to be a cultural autobiography. It will be presented in written form using APA Style. It should include a cover page, abstract and references if appropriate. There is a 5 page minimum for this assignment (excluding Title Page, Abstract and References pages).

Please address the culture and heritage project through your personal cultural lens including: three generations of ethnic heritage, family pride/shame issues, influences on your personal identity, and family areas of bias.

This project **should** include interviews with family members or other important persons in your life to learn about the contexts in which your cultural identities and values have developed.

In-depth Investigation of One Cultural Group

Over the course of the semester, each student will participate in an in-depth investigation of a cultural group different from their own. Cultural groups will be assigned in class. This experience is designed in a series of steps to immerse students into the worldview and experiences of their assigned group. It is also designed to expose students to community resources and cultural contexts beyond campus. The group will be examined from multiple perspectives and the investigation will involve increasing levels of engagement and personal involvement. Personal contact is a robust way for counselors in training to increase their level of comfort with and to decrease their level of anxiety about culturally different individuals. One of the purposes of this multi-tiered approach is to help you learn (gain knowledge), grow (gain awareness), or change (gain new skills) regarding your relationship with culturally diverse people. The steps of the project include:

Step 1. In-depth analysis is always best when driven by a personal motivation and well-grounded questions. Write no less than a two page reflection into your personal motivation for studying the cultural group you are interested in. Be thorough in your understanding (or lack thereof) in the possible forms of oppression this group experiences and be sure to include your thoughts on how current societal influences continues to perpetuate or alleviate the problems that this group faces. Lastly, write how these challenges, may influence the therapeutic process and how as a future mental health professional, you would address these challenges.

Step 2. Read scholarly, peer-reviewed journal articles describing the group, its history, past/current issues and cultural implications, and submit two separate and unique review/critical thinking papers on your findings. Each paper must be at least 3 pages, written in APA style. Peer-reviewed journal articles should not be older than 10 years.

Step 3. Interview and dialogue with two different members of *the group*. This can include members of the group or therapists working with this group. Write and submit an APA style paper (3 page minimum) that is a summary of the combined interviews that you conducted.

Cultural Group Presentation

After completing Steps 1, 2, & 3, students will be asked to join with other students who are investigating the same cultural group in the class. As a group, students will put together a 35-minute presentation (if using a PowerPoint then handouts are required) that describes **practical counselor applications** (based on your discoveries and the literature) that may be helpful for counselors working with this cultural group. The group may incorporate their personal experiences with their group, common themes relating to their group, how what they discovered is consistent/inconsistent with the literature, how they personally changed and were challenged by their interactions with members of the group, and their discoveries about community resources and agencies. This presentation will be graded by peers in the classroom.

Culminating Cultural Activity

This is a **creative expression** of your experience of yourself, including your salient identities and self in relation to others during the duration of this multicultural class. The project will integrate and synthesize your whole class experience, including your learning and cultural growth in knowledge, awareness and skills. You will be asked to share your finished project with class during our “culminating experience”. Grading will be based on your creative expression of your cultural learning.

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

MHC 511-2014 Course Schedule			
<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments</u>
<i>Theme One: Race</i>			
Sept 8	Introduction, Course & Syllabus Overview	ACA Code of Ethics (Sec A & F)	
Sept 15	Race as a Social Construction, Oppression in the United States Today (Michael Brown & Ferguson, MO), Counseling Implications	Text:1-11; 23-33; 39-54 ACA Podcast	Cultural Group Investigation (CGI; Step 1)
Sept 22	White Privilege, Racism, Oppression	Text: 119-153	
Sept 29	Discussion Review, Racial Identity Development, Micro Aggressions & Practical Implications	Text: 461-464 Readings on Moodle	CGI, Lit Review, Step 2, pt 1
<i>Theme Two: Gender & Sexuality</i>			
Oct 6	Societal Implications of Gender and Sexuality , Gender Identity	Text: 54-93	
Oct 13	Patriarchy, Sexism, Gender Theory & Counseling Implications	Text: 153-172; Readings on Moodle	CGI, Crit Analysis, Step 2, pt 2
Oct 20	Discussion Review, Personal Culture and Heritage Project Presentations	Text: 173-174; 465-471 Readings on Moodle	Personal Culture and Heritage Project
<i>Theme Three: Class & Ableism</i>			
Oct 27	Culture of Poverty, Classism, & Counseling Implications	Text:180-208; 627-640	
Nov 3	Ableism & Counseling Implications	Text: 94-104; 472-480; Readings on Moodle	Cultural Group Investigation Project Due
Nov 10	Discussion Review, Influences of Media, Groups Meet	Text: 274-276; 618-627; Readings on Moodle	
<i>Theme Four: Counseling Applications</i>			
Nov 17	Competencies for Counseling the Culturally Diverse, Group Presentations	Readings on Moodle	Group Presentations
Nov 24	Group Presentations		Group Presentations
Dec 1	Group Presentations		Group Presentations
Dec 8	Concluding thoughts, potluck , presentation		Culminating Cultural Activity